

Teacher(s): Johnson

Subject: World History

Week of: August 14 – 18, 2017 Week: 2

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	<b>Standard(s):</b> Information Processing Skills – 2,3,5,6,7,12,17 Map and Globe Skills – 6,7,8,10	<b>Do Now: Guided Instruction (We do)- Return Friday answers to practice questions done to determine question type weakness</b>  <b>Opening: Focused Instruction (I do)- Restate intent of practice questions to determine weaknesses in types of questions: MC, cartoon, map, graph, etc.</b>  <b>Work Session: Guided Instruction (We do)- Break down each question using the various testing strategies appropriate to question type</b>  <b>Closing: Guided Instruction (We do)- Create list from worst to best of the different question types and post. This list will drive practice questions used for Do Now Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other  Ongoing instruction on rules and procedures are imbedded within the social studies instruction each day	<b>Formative:</b>  Teacher Observation Q&A Practice Question results
	<b>Purpose:</b> To set the baseline on test question weakness to drive question types used in Do Now			<b>Summative:</b>
Tues	<b>Standard(s):</b> SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.	<b>Do Now: Guided Instruction (We do)- generic practice test question based on analysis</b>  <b>Opening: Focused Instruction (I do)- Explain work session; complete the advanced organizer on Mesopotamia and Egypt by comparing and contrasting each society in the areas of religion, culture, economics, politics, technology. (Underline the similarities) Leave room for possible additional information from map work tomorrow. Assist as needed. (if individual today then collaborative next time)</b>  <b>Work Session: Independent Learning (You do alone)- Using textbook chapter 2-1 and 2-2 complete advanced organizer. Underline similarities.</b> <b>OR</b> <b>Collaborative Learning (You do together)- pairs, Using textbook chapter 2-1 and 2-2 complete advanced organizer. Underline similarities.</b> <b>Closing: Guided Instruction (We do)- discuss which seems to be the most efficient way to complete this type of advanced organizer – individual or pairs</b> <b>Home Learning: complete at home if not completed</b>	X Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A Advanced organizer
	<b>Purpose:</b> To provide the students with information on two societies so they may compare and contrast the information. This is to enhance their analysis skills.			<b>Summative:</b>
Weds	<b>Standard(s):</b> SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.	<b>Do Now: Guided Instruction (We do)- generic practice test question based on analysis</b>  <b>Opening: Focused Instruction (I do)- explain work session; complete map worksheets using the Nystrom Atlas pp. 10-13 and add more to yesterday's organizers if it is available. Assist as needed. (if individual yesterday, stay individual today)</b>  <b>Work Session: Independent Learning (You do alone)- complete atlas work sheets using Nystrom Atlas pp. 10-13 and expand organizer if information available</b> <b>OR</b> <b>Collaborative Learning (You do together)- complete atlas work sheets and expand organizer if information available</b> <b>Closing: Guided Instruction (We do)- discuss which seems to be the most efficient way to complete this type of atlas work – individual or pairs</b> <b>Home Learning: prepare for open notes quiz tomorrow</b>	X Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Atlas work</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Advanced organizer Atlas work sheets
	<b>Purpose:</b> To provide the students an opportunity to enhance their atlas/map reading skills and contribute to their analysis skills.			<b>Summative:</b>

Thurs	<b>Standard(s):</b> SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Quick quiz with open notes  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- explain work session; Explain work session; complete the advanced organizer on India and China by comparing and contrasting each society in the areas of religion, culture, economics, politics, technology. (Underline the similarities) Leave room for possible additional information from map work tomorrow. Assist as needed. (If individual last time, use collaborative today)  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Using textbook chapter 2-3 and 2-4 complete advanced organizer. Underline similarities OR Collaborative Learning ( <i>You do together</i> )- pairs, Using textbook chapter 2-3 and 2-4 complete advanced organizer. Underline similarities. <b>Closing:</b> Guided Instruction ( <i>We do</i> )- How did working opposite from Tuesday and Wednesday seem to you – better or worse?  <b>Home Learning:</b> complete at home if needed	X Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A Advanced organizer Quiz
	<b>Purpose:</b> To provide the students with information on two societies so they may compare and contrast the information. This is to enhance their analysis skills.			<b>Summative:</b>
Fri	<b>Standard(s):</b> SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- generic practice test question based on analysis  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- explain work session; complete map worksheets using the Nystrom Atlas pp. 16-18 and add more to yesterday's organizers if it is available. Assist as needed. (if individual yesterday, stay individual today)  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- complete atlas work sheets using Nystrom Atlas pp. 16-18 and expand organizer if information available  Collaborative Learning ( <i>You do together</i> )- complete atlas work sheets using Nystrom Atlas pp. 16-18 and expand organizer if information available <b>Closing:</b> Guided Instruction ( <i>We do</i> )- How did working opposite from Tuesday and Wednesday seem to you – better or worse?  <b>Home Learning:</b> closed notes quiz on Monday	X Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Atlas work</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Advanced organizer Atlas work sheets
	<b>Purpose:</b> To provide the students an opportunity to enhance their atlas/map reading skills and contribute to their analysis skills.			<b>Summative:</b>